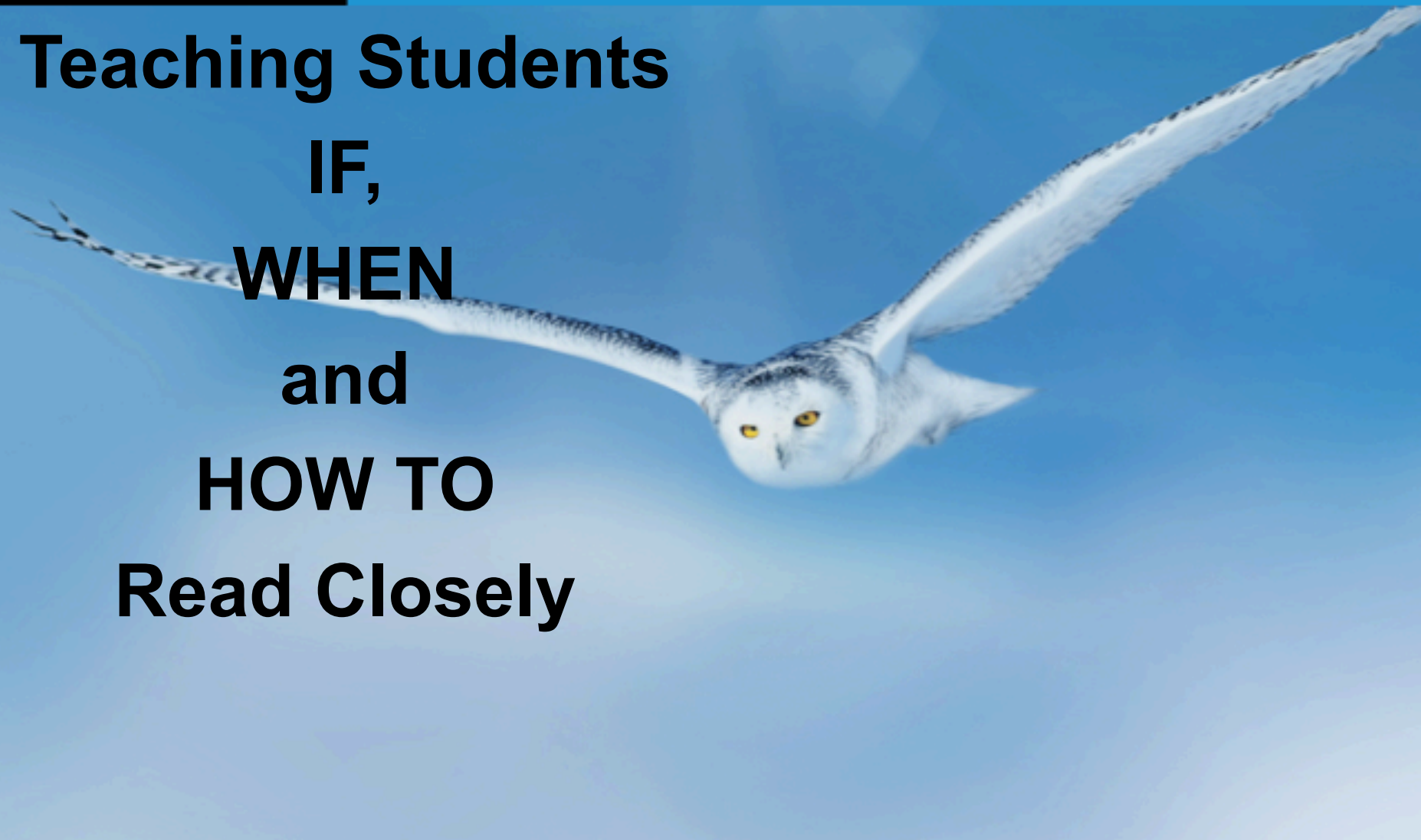
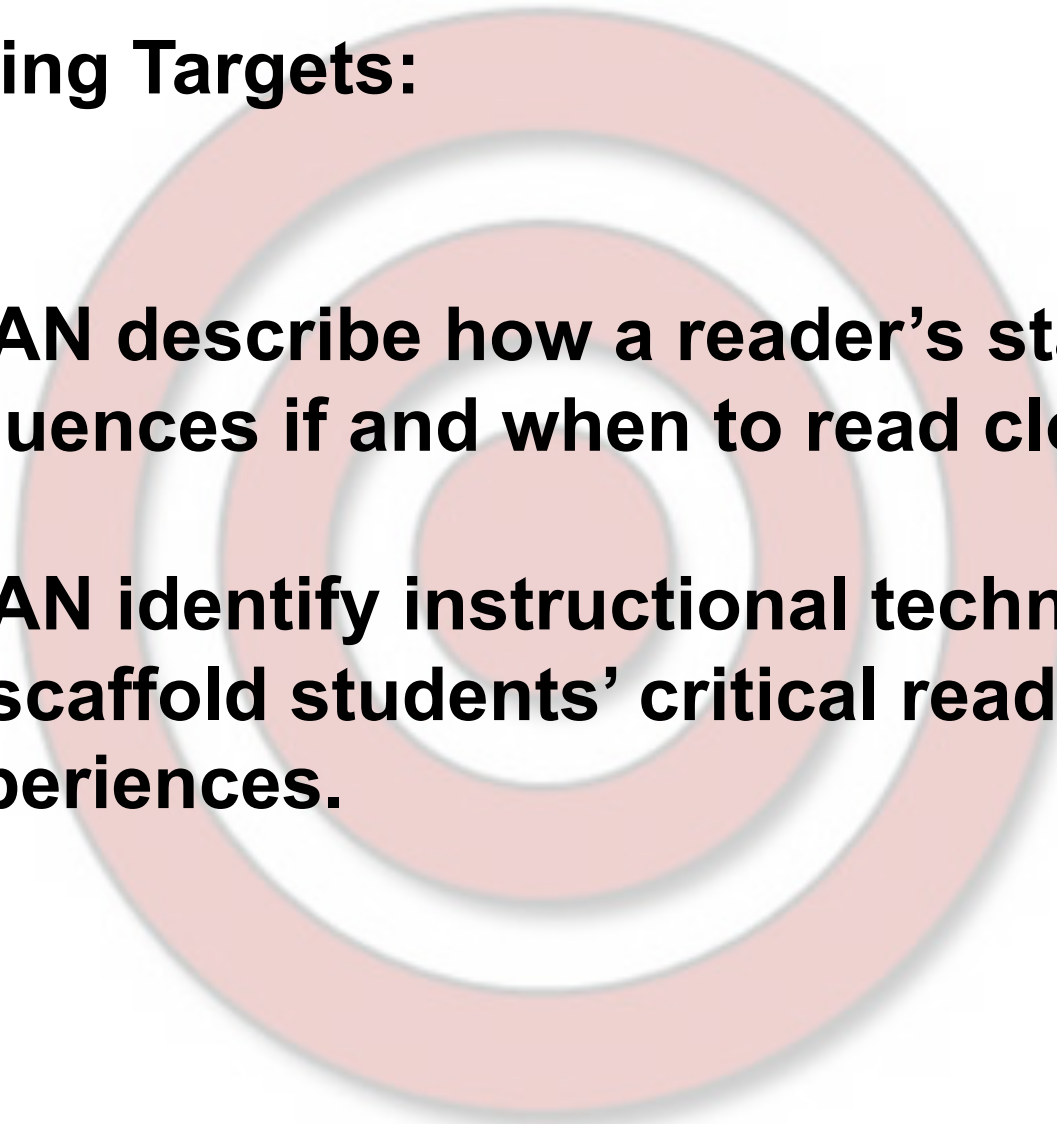
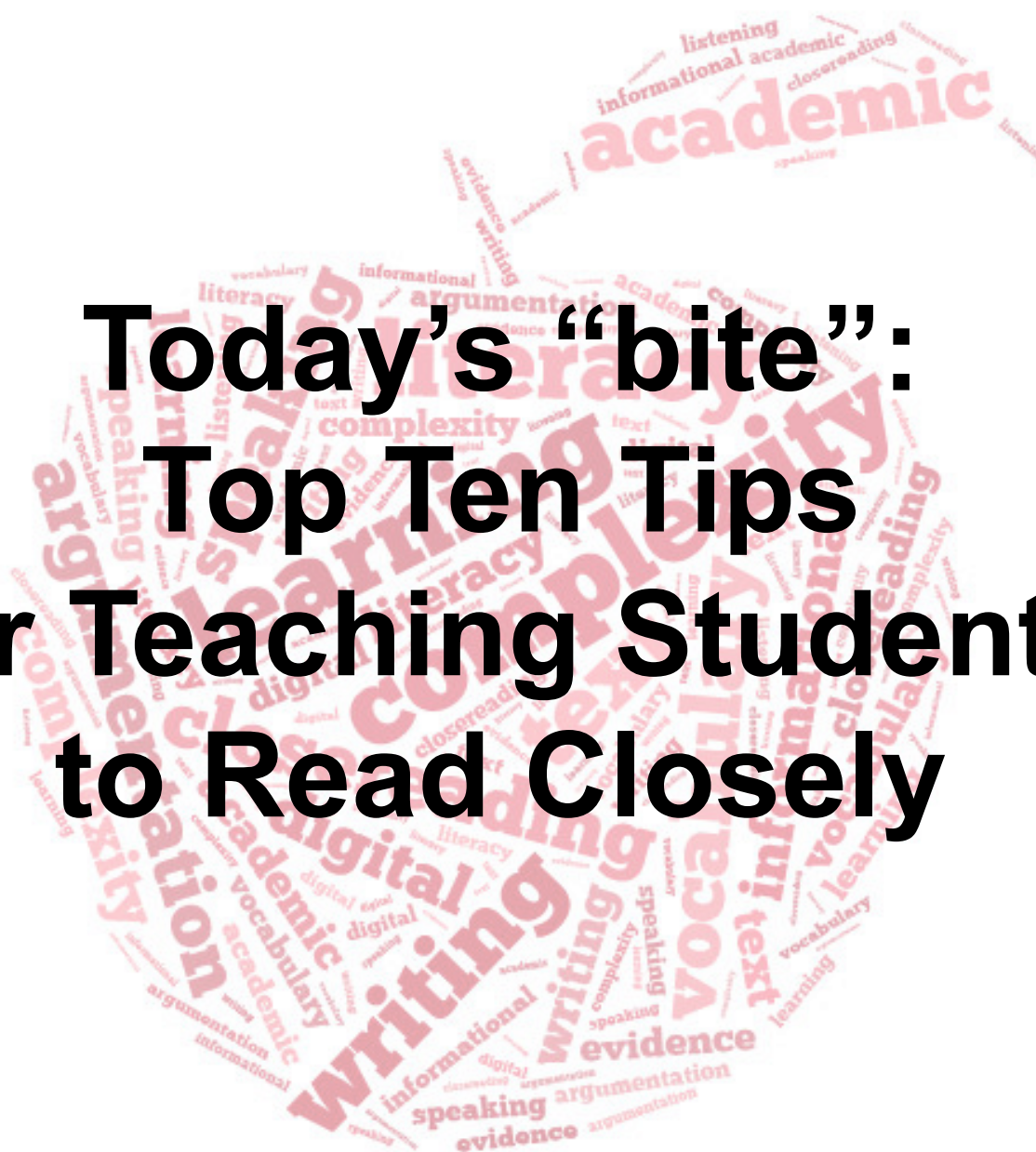


Teaching Students IF, WHEN and HOW TO Read Closely



Learning Targets:

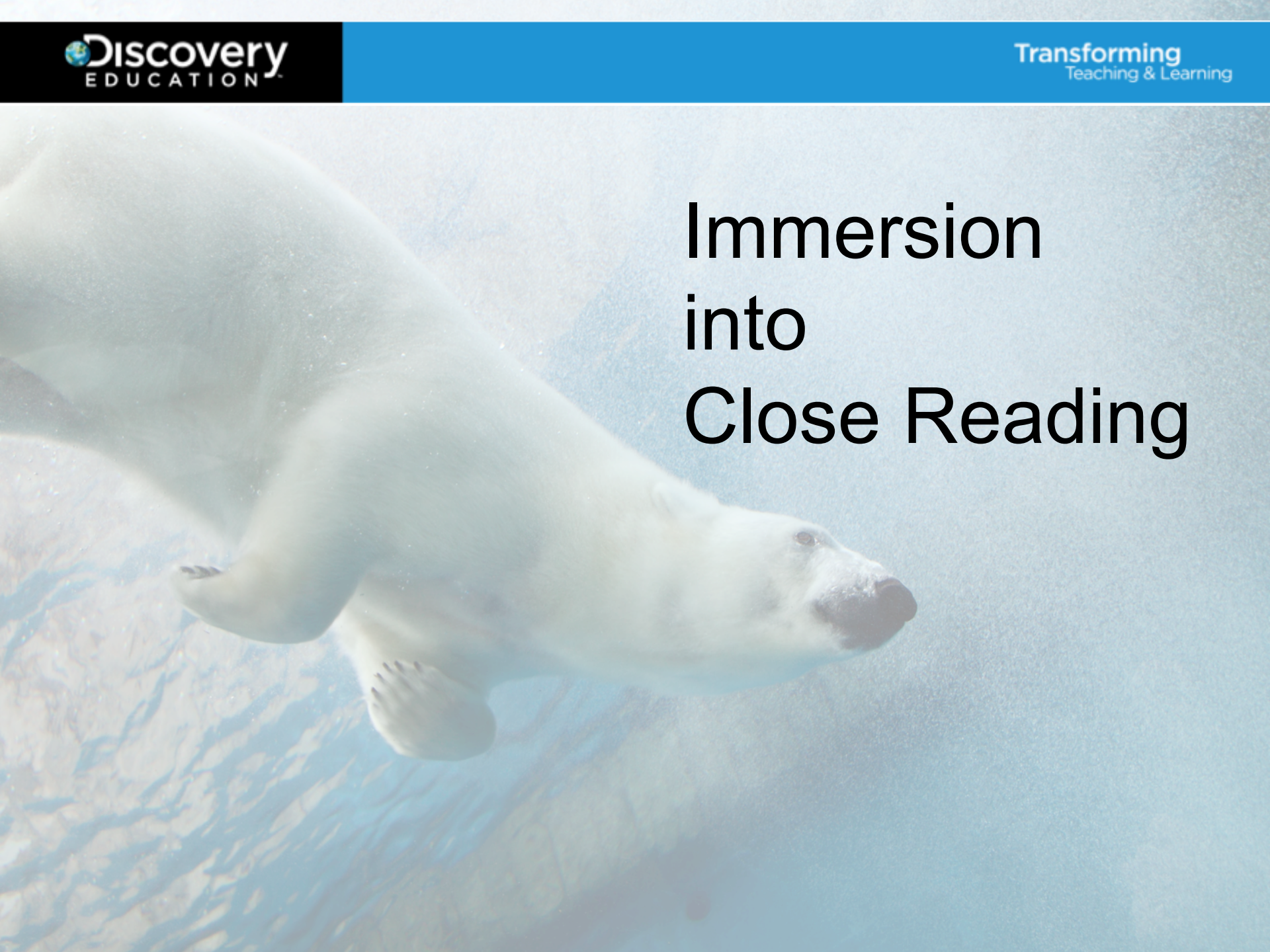
- 
- ◎ **I CAN describe how a reader's stance influences if and when to read closely.**
 - ◎ **I CAN identify instructional techniques to scaffold students' critical reading experiences.**



Today's "bite": Top Ten Tips for Teaching Students to Read Closely

Work in pairs or triads to rank the tips into a Top Ten list in order of priority #10 - #1.

Be prepared to justify your rationale for selecting your #1.



Immersion into Close Reading

The HOW process

At the start...

HOW did you closely read?	<i>What scaffolds were used?</i>

The **WHEN** process

As you read...

WHEN did you closely read?

Was it the same for everyone?

Places Worth Stopping and... Thinking... Talking... Jotting

Nonfiction Readers Stop and...
When we...

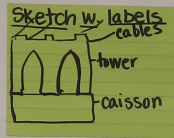
learn new information

I just learned...
This make me
think...

This part teaches
me...
It teaches me
by giving examples...

I didn't know...
This makes me
realize...

see a strong image



I'm picturing...
I'm also picturing...

burst with curiosity

I wonder...

How come...

Why did...

Where is...

meet new words

From the picture
I think ____
means...

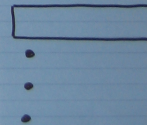
From the text,
I think ____
means...

?!!?

come to the end
of a section

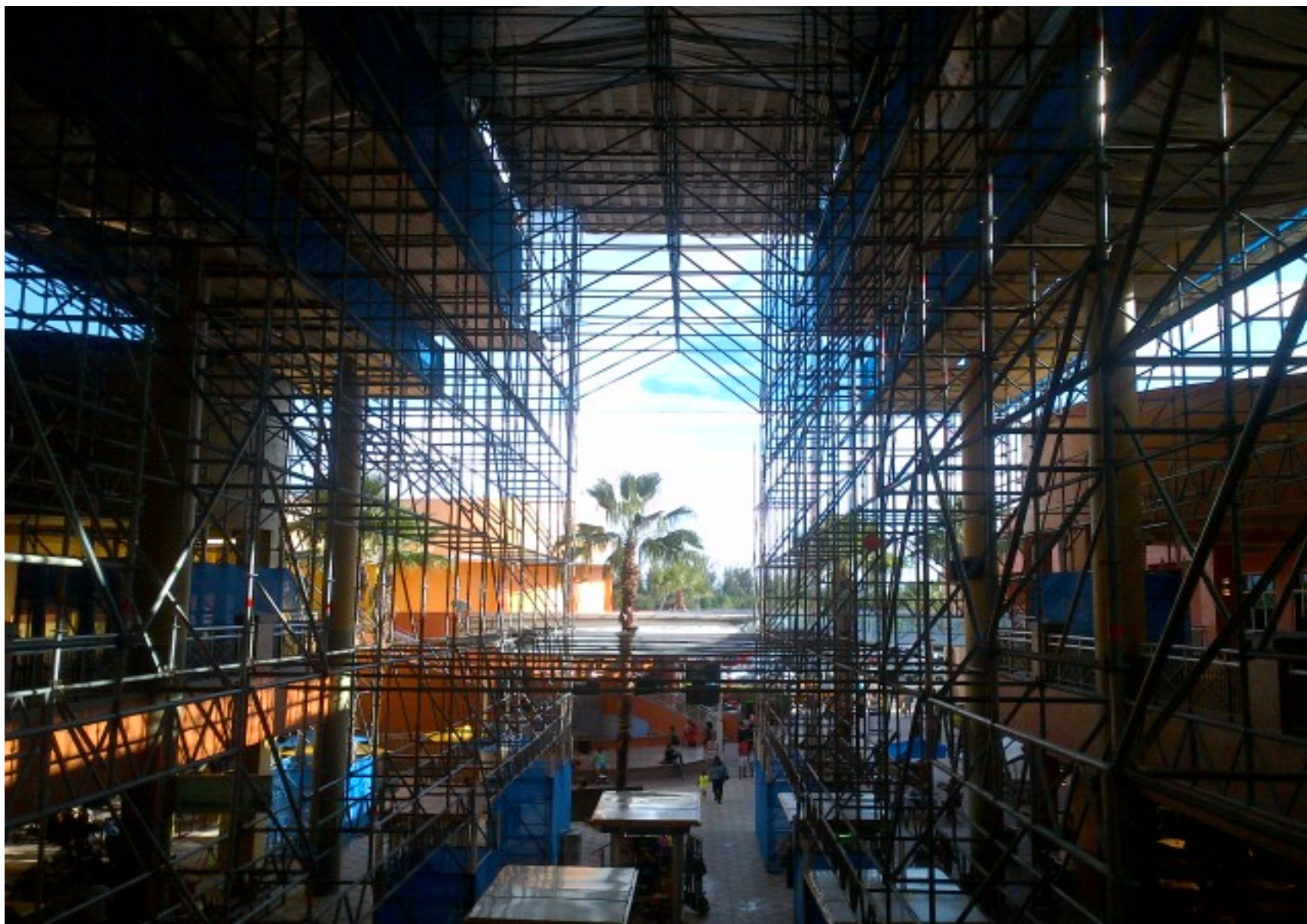
This part
was mostly
about...
• how • when • where •
why • what • who •

From reading
this, I could
teach...



Circle back to your Top Tip.

**Make a connection between
the close reading immersion
and the Top Ten.**



Learning Targets:

- ◎ **I CAN describe how a reader's stance influences if and when to read closely.**
- ◎ **I CAN identify instructional techniques to scaffold students' critical reading experiences.**